



**SARASOTA  
County Schools**

**Office of the Deputy Superintendent**  
1960 Landings Blvd., Sarasota, FL 34231  
941-927-9000, ext. 31103 • fax 941-927-2539  
SarasotaCountySchools.net

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To: Board Members  
Superintendent

From: Scott Lempe *SL*  
Deputy Superintendent

Date: June 14, 2016

Subject: Work Session Read-Ahead—Superintendent Search

Board Members,

As you know, we have some time on your June 21, 2016 Work Session agenda to update you on our progress toward finding and hiring the next Superintendent of Schools. Some of our conversation will be a simple update--some will be a discussion with you about "process." To facilitate this conversation we've included the following in this packet:

**Updates**

Tab 1. Advertising Venues. This tab simply confirms for you the venues in which we have placed an ad for our next Superintendent.

Tab 2. Community Advisory Committee Make-Up. There are no real updates to share relative to the Superintendent Search Community Advisory Committee. The dates for the meetings are set. As a reminder, we plan for the committee to meet three times. Each meeting will be held here at the Landings at 6:00 PM. The dates are: August 18, August 25, and September 1, 2016. Mr. Hardy has also confirmed that he will provide a "Government in the Sunshine" brief to the members at their first meeting.

Tab 7. Applicants to Date. The Superintendent vacancy formally posted on June 9, 2016. This tab (binder) includes the resume and cover letter of those applicants who have completed the process to date. We will plan to provide you a similar update each Friday from this point forward so you can stay abreast of the applicant pool.

**Discussion**

Tab 3. Draft Written Response Questions. This tab includes several possible questions you may want to consider having semi-finalists answer in writing. You could use these response to help you determine the finalists. We'd like your thoughts on the wisdom of this step, the number of questions you'd like answered in this format, and which particular

questions you think would best support your deliberations. We'd recommend no more than four questions.

Tab 4. Screening Guide. This tab includes one possible tool you could use to help you screen from the semi-finalist pool to your finalists. We will also suggest the Superintendent Search Community Advisory Committee use this, or a like tool, to create the semi-finalist pool. The tool addresses both specific areas of evaluation as well as those characteristics that were most prominent coming out of our community forums and the on-line survey. We'd like your feedback on the tool itself and/or other methods you may want to use to screen candidates.

Tab 5. Draft Interview Questions. This tab includes five sets of questions—each focused on a particular area. The Board is certainly not bound by this list of questions—our intent is to simply give you a starting point. Staff recommendation is that the Board assign each area to a Board member and then each Board member pick two questions from their individual list (or other related question that you'd like to ask). These questions would then form the basis of the questions you'd ask each candidate.

Tab 6. Draft Interview Schedules. This tab includes three interview schedules; assuming one of three different scenarios; 3, 4, or 5 finalists. Note that each schedule is two days long and includes both an interview session with the entire Board and an interview session with each individual Board member. We'd like your thoughts on the schedule itself, length of interviews, or anything else that may impact the logistics of these two days.

Finally, we'd like to discuss a Community Reception. Recall that as we designed opportunities for community input one of those opportunities was a community reception. We would plan to host that reception the evening of the first day of interviews—following the full Board interviews. We'd like your thoughts on things like the right venue, how candidates participate, and the collection of community feedback.

We feel we've made a lot of progress toward the search for our next Superintendent and are about where we'd hoped to be on our timeline. We look forward to a meaningful conversation on Tuesday.

# Tab

# 1

## Superintendent Search Advertisement

Venues	Time Period	Cost
American Association of School Administrators	30 days +	\$690
American Association of School Personnel Administrators	30 days	\$200
Association of Latino Administrators and Superintendents	6 weeks	\$150
Career Builder	30 days	\$419
Education Week "Top School Jobs"	60 days	\$785
Florida Association of School Administrators		\$300
National Alliance of Black School Educators	30 days	\$250

State Association of School Superintendents	FREE
Broad Center	FREE
Council of Urban Boards of Education	FREE
Indeed	FREE
National Affiliation of Superintendent Searches	FREE
National Council of School Attorneys	FREE
National School Boards Association	FREE

### Announcement and Brochure to:

- Every State Scholl Boards Associations Executive Director
- All Florida School Board Members
- Florida School Superintendents
- Florida Legislative Liaisons
- Florida Educations Negotiators

Florida School Boards Association Main Web page and announcement at FADSS conference – September

203 S. Monroe Street, Tallahassee, FL 32301

850-414-2578

Tab

2

**Superintendent Search Community Advisory Committee  
Membership  
May 10, 2016**

Lee Byron	Paula Ippolito, Parent
Dorothy Stuart	Jim Shirley
Trevor Harvey	Scott Pinkerton
Joe Henson	Ken Marsh
Peter Straw	Ping Faulhaber
Steve Largo	Wendy Barroso
Fred Tower	Chief Judge Charles Williams
Gene Matthews	Leanelis Garcia. Student, NPHS

This committee is tentatively scheduled to meet at 6:00 PM, at the Landings, Green Awning rom 315, on the following dates:

August 18, 2016;

August 25, 2016;

September 1, 2016.

Tab

3

## **Written Response Questions Semi-Finalists**

Please limit your response to one page per question:

Describe an exemplary relationship between the Board and Superintendent and what your role would be to insure that this relationship prevailed?

What would you do to maintain an environment that demonstrates positive morale among teachers, staff and the leadership team?

What is your vision as it relates to recruiting and retaining teachers?

What process would you utilize to assess staffing needs in light of increased work load and state requirements?

How do you envision your role as an instructional leader?

What do you feel are the most significant aspects of your role as Superintendent of Sarasota County Schools?

What steps would you take to secure community support for the continuation of the additional voted millage?

What would be your first steps if selected as Superintendent of Sarasota County Schools?

What steps will you take to continue our efforts to close the achievement gap?

What methods have you found successful in assisting low performing schools achieve improved results?

The semi-finalists would be requested to respond to these questions by email within a one week period. The responses would aid the Board in determining the finalists. During the finalist interviews the chairman would base her questions on the responses as well as other important issues or questions.

Tab

4



**SUPERINTENDENT SEARCH SCREENING GUIDE**  
**Community Advisory Committee**

**Applicant Name:** \_\_\_\_\_

**No.** \_\_\_\_\_

**Reviewer Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**QUALIFICATIONS**

**Formal Education**

<b>Doctorate Degree (preferred)</b>	<b>Master's Degree</b>	<b>Accredited Institution</b>

**Administrative Experience**

<b>Years in educational experience or equivalent business or government (10 years required)</b>	<b>Years in executive leadership (3 years required)</b>	<b>Size of district</b>

**Florida Experience (preferred)**

<b>Years</b>	<b>District</b>	<b>Role</b>





<b>Employment</b>		
<b>Current Role</b>	<b>Organization</b>	<b>Responsibilities</b>
<b>Gaps in Employment?</b>		
<b>Time period</b>	<b>Purpose or explanation</b>	
<b>Evidence of: models impeccable professional and ethical standards</b>		
<b>Evidence of: displays passion for learning and success for all students</b>		
<b>Evidence of: listens to student opinions and makes decisions that are fair to all</b>		
<b>Evidence of: exhibits strong experience and skill as an instructional leader</b>		
<b>Evidence of: attracts and retains high-quality staff</b>		





<b>Evidence of: supports and respects professionalism of teachers and staff</b>		
<b>Evidence of: communicates openly and clearly in conversation and in writing</b>		
<b>Evidence of: commands deep knowledge of current educational research and use of data</b>		
<b>Evidence of: champions integrating the arts and academics</b>		
<b>Evidence of: demonstrates extensive knowledge of business, finance and operations</b>		
<b>Evidence of: builds trust through engagement with staff, community and School Board</b>		
<b>Evidence of: visits schools, classrooms and district departments regularly</b>		
<b>Evidence of: incorporates community concerns and ideas into decisions</b>		
<b>Evidence of: respects cultural differences; celebrates diversity</b>		





<b>Evidence of: maintains appropriate balance of assertiveness and humility</b>		

<b>Notable Instructional Leadership Achievements</b>		

<b>Notable Business/Finance/Operations Achievements</b>		

<b>Notable Board/Community Relations Achievements</b>		

<b>Notable Accountability/Goal Attainment Achievements</b>		

<b>Other Notable Accomplishments</b>		





Tab

5

**DRAFT**  
**Sarasota Finalist Interview Questions**

**Chairman**

**Opening Comments**

- Introduce Board, key staff in room
- Review process and time schedule for Board interview
- Begin with opening questions

**General Information**

1. First, please tell us a little about yourself: your family, your hobbies, and what you do for relaxation, and secondly; will your family be relocating with you and why would you like to come to Sarasota County, in particular Sarasota County Public Schools?
2. What do you consider the biggest accomplishment of your career to date and why? What is one thing you would like to change or have done differently?
3. Please share with us your greatest strengths
4. Please explain your decision making process within the confines of being a public educational leader.
5. In what specific area do you feel you could have the greatest impact on Sarasota County Public Schools, and how would you initiate that impact?
6. Where do you see yourself in five years? In ten years?
7. What has been your experience with charter schools in your current district?
8. What will be your plans for your first year in our district?
9. What positives and negatives have you observed in your investigation of us in the short time you have been with us, and what question or questions do you have about Sarasota County Public Schools or Sarasota County that have not been answered?
10. What are the top 5 critical issues facing Sarasota County Schools and what would be your role and timeline in addressing these issues?
11. What are your experiences with critical incidents?
12. What do you see as Sarasota County School District's most unique, valuable, or underdeveloped feature that you would capitalize on and how would you go about utilizing it?
13. Describe your process for developing leaders in your current role. As superintendent, what responsibilities do you see for developing district leaders?
14. What is the single most important thing a superintendent does and why?
15. What have you done in the past 12 months that you are most proud of?

Follow-up questions from written responses as appropriate

## Board Member

### Instructional Leadership

1. Understanding that any institution can improve, and from what your knowledge is of Sarasota County Public Schools, what goals will you establish to improve the system overall or in any specific areas that will keep us achieving at high levels?
2. What strategies would you use to raise the academic achievement of low performing students district wide, and specifically address reading at the elementary level?
3. Please describe an area where you have been successful in closing the achievement gap with minority students
4. One of our on-going goals is to increase the enrollment of traditionally under-represented student groups in high-level courses. What success have you had achieving this goal ? Tell us what was done and what the results were.
5. First, please provide an overview of what you have done in the past and what you would do, if hired as Superintendent, to insure that students at low achieving levels receive challenging instruction and are prepared for college and careers? Next, please give a detailed response detailing what you have done in the past and what you would do to facilitate reading proficiency among students with disabilities, ?
6. Describe your involvement with STEAM , career-related opportunities, and specific strategies to integrate the two.
7. What role have you played in federal and state choice program requirements?
8. Tell us about a project or program you were involved with that failed. Why did it fail and what did you learn from the experience?
9. How can a district actively recruit highly qualified minority employees? What part have you played in the improvement of highly qualified minority recruitment and retention of employees in your previous roles?
10. What is your experience in working with charter schools? Magnet schools? Private schools? Please explain both the positive and negative.

## **Board Member**

### **Business and Finance**

1. Describe your experience using technology in the classroom, administratively, and for public communication, and what priority do you give technology in a district budget?
2. Pre-K is a very important program in this district. What experiences do you have that will support our implementation of this program as we continue to address class size requirements?
3. Our funding/budget concerns are paramount to the continuing success of this district. Please describe the process you will use when budget cuts are necessary, and please describe your position related to budget reserve dollars.
4. What have been your experiences with the employee contract negotiating process in your present district, what role did you play, and what is your track record related to union contract negotiations?
5. What is your vision for financial reporting, transparency, and maintaining the public trust of the financial affairs of Sarasota County?
6. Describe the budget process that you would lead, specifically identifying the board's role.
7. Discuss the FEFP in relationship to Sarasota's budget, and strategies used to reduce funding and maintain levels of service.
8. Explain what you have learned in your years of experience with budgeting. What budget practices have been most effective and why?
9. How do you reconcile the conflict between controlling the budget and ensuring educational excellence?
10. What experience do you have dealing with student growth and concurrency?

## **Board Member**

### **Board, Staff, and Community Relationships**

1. What will your teachers' organization tell us about you? What will your support organization tell us? What will your district and school administrators say?
2. What is your philosophy on collaborative bargaining? What experiences have you had that proved successful with collaborative bargaining and where have you experienced setbacks to the process?
3. Please define the "customer" public schools serve and how the highest degree of customer satisfaction can be achieved.
4. What role or roles do you see parents playing in public schools, and specifically describe successful community/parental involvement programs that you have implemented/would implement?
5. How important is it, and what specific roles have you played personally in dealing with your legislature, congressional delegation, other county and city officials?
6. Describe what you believe to be the ideal working relationship with a School Board. How is this ideal relationship achieved and maintained? Should you have an adversarial situation with a School Board member, how would you resolve it?
7. Considering the many decisions that face any superintendent, how and what input do you currently obtain from your students, teachers, parents, staff, school administrators and the business community who are directly affected by those decisions? How do you implement a decision that may go against the wishes of these stakeholder groups?
8. How would you build and facilitate a collaborative and trusting relationship with and among board members, school and district level leaders, teachers, support staff, parents, students, business leaders, and the community as a whole? Give examples of your prior experience and success with building and facilitating relationships with the above groups.
9. Describe a time when you collaborated and cooperated with private and public entities including institutions of higher learning, other governmental entities, community, business, and professional leaders.

## **Board Member**

### **Performance Accountability**

1. Please describe your leadership style, and specifically address your approach to holding others accountable.
2. What strategies would you introduce to raise the test scores and reading levels of the lower quartile of the high school student population?
3. What do you feel is the single most important piece of data that will drive our district forward? Why? How do you propose this data be used for district improvement?
4. Should you become the next superintendent, what measures will you take to ensure that all existing students and students of the future will be exposed to a system that is dedicated to excellence and equity?
5. How would you insure that schools located in areas of poverty receive the attention and resources they need? How would you measure the effectiveness of the resource allocations?
6. How do you set goals ?
7. What process have you used to assure that school improvement plans are progressing, monitored, adjusted, and result in positive trends in meeting student performance standards?.
8. Discuss the process you would use to set strategic goals for the district, including how you would report successes and failures.
9. What are your views on state and national accountability programs? What is the role and value of assessment instruments in school systems today? What types of assessments are most effective and why?
10. What measures do you look to when determining the success or failure of programs in a district?

**Chairman**

**Closing**

**Comments**

- **Thank candidate for interest and participation in process**
- **Share next steps expectations**
- **Share timelines moving forward**

Tab

6

### Superintendent Search Interview Schedule - (Sample - 3 Finalists on Two Days)

Date	Date	Date					
<b>Out of Area Candidates Arrive (Time TBD)</b>  <b>Candidate A Host / TBD</b>  <b>Candidate B Host / TBD</b>  <b>Candidate C Host / TBD</b>        <b>Dinner with Host</b> Candidate A - Host TBD Candidate B - Host TBD Candidate C - Host TBD	7:00 to 8:00 AM - Breakfast with Host (Candidate A - Host TBD) (Candidate B - Host TBD) (Candidate C - Host TBD)	7:00 to 8:00 AM - Breakfast with Host (Candidate A-Host TBD) (Candidate B-Host TBD) (Candidate C-Host TBD)					
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	10:30 to 12:00 Noon		A	B	C		
	<b>12:00 Noon to 1:00 PM Lunch</b>						
	1:15 to 2:45 PM	C		A			
	3:15 to 4:45 PM	B					
		<b>6:15 to 7:30 PM Community Reception - Location TBD</b> Candidate A - Room TBD Candidate B - Room TBD Candidate C - Room TBD					
	<b>Candidate A - ( __ Name __ )</b> <b>Candidate B - ( __ Name __ )</b> <b>Candidate C - ( __ Name __ )</b>						
		8:15 to 9:15            A            B            C 9:30 to 10:30                            A            B            C 10:45 to 11:45                            A            B            C 12:00 to 1:00                            * Lunch with Host 1:00 to 2:00                            C    A            B 2:15 to 3:15                            B            C    A					
		* Lunch with Host Candidate A - Host TBD Candidate B - Host TBD Candidate C - Host TBD					

**1:00 to 5:00 PM - Community Tours for Spouse if Desired**

### Superintendent Search Interview Schedule - (Sample - Four Finalists on Two Days)

DATE	DATE	DATE																														
<b>Host Greets Upon Arrival (Time TBD)</b>  <u>Candidate A</u> Host / TBD  <u>Candidate B</u> Host / TBD  <u>Candidate C</u> Host / TBD  <u>Candidate D</u> Host / TBD  <b>Dinner with Host</b> Candidate A - TBD Candidate B - TBD Candidate C - TBD Candidate D - TBD	7:00 to 8:00 AM - Breakfast with Host (Candidate A - Host TBD)      (Candidate B - Host TBD) (Candidate C - Host TBD)      (Candidate D - Host TBD)	7:00 to 8:00 AM - Breakfast with Host (Candidate A - Host TBD);      (Candidate B - Host TBD) (Candidate C - Host TBD);      (Candidate D - Host TBD)																														
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**1:00 to 5:00 PM - Community Tours for Spouse if Desired**

### Superintendent Search Interview Schedule - (Sample - Five Finalists on Two Days)

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**1:00 to 5:00 PM - Community Tours for Spouse if Desired**

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 Candidate B - ( \_ Name \_ )  
 Candidate C - ( \_ Name \_ )  
 Candidate D - ( \_ Name \_ )  
 Candidate E - ( \_ Name \_ )

Tab

7

**The Search Committee  
Sarasota County School District  
Sarasota, Florida**

**June 14, 2016**

**Sarasota School District Superintendent Vacancy:**

**Dear Board of Trustees,**

**It is my honor to apply to serve as a non-traditional candidate from Florida's private schools to serve as Superintendent of the Sarasota Public School District. One of my previous leadership roles involved serving as a Board of Directors for Florida Council of Independent Schools. This organization accredits the highest achieving schools in the State of Florida. It also provides supervision for 160 schools and 70,000 students. This leadership role provided me with the added perspective of a statewide understanding of best school leadership in our top schools. My first priority as an educator is always students first, and my goal is to provide them with "roots and wings." They need the "roots" of strong core knowledge academic foundations, and "wings" to take flight by being able to seriously engage critical reasoning applications in the next generation of careers. I am very impressed by the School District's academic accomplishments, and offer my professional credentials to assist in fulfillment of the District's mission. My professional strengths are in the areas of curriculum and leadership. Please find my resume attached to this cover letter, you will find that I have both met and exceeded your announced qualifications:**

- 1. Ph.D. in Education, with scholarly research in Curriculum and Leadership**
- 2. A Doctor of Ministry degree in Intercultural Studies, minor in Philosophy**
- 3. A master teacher and educational trainer for over 15 years, including University levels**
- 4. A Chief Executive of Schools for 19 years, including 12 years in Florida**
- 5. Comfortable with fundraising (see resume) and expertly adept in admissions marketing**
- 6. Excellent fiscal leader that efficiently manages budgeted resources with multiplier effects**
- 7. Great school board leadership, with acquired diplomacy from crisis school situations**
- 8. Quantitative metrics are available upon request to support my leadership success in schools**
- 9. A dignified and articulate public speaker for my schools, and a role model for faculty and students**

**It would truly be an honor to serve as the next School Superintendent for Sarasota County School District adding to the legacy of academic excellence that already illumines the District.**

**In Joyful Service,**

**Dr. Anthony Bryan**

**Dr. Anthony S. Bryan B.A., Th.M., D.Min., Ph.D.**

16003 Rosecroft Terrace, Delray Beach, Florida 33446

anthony.bryan@comcast.net -561.573.3927

**Ph.D. Educational Foundations: Curriculum & Leadership**

University of South Carolina SC, 1992 - 1995

**D.Min. Intercultural Studies**

RTS, Jackson MS, 1988 - 1990

**Th.M. Classical Greek & Theology**

RTS, Jackson MS, 1987 - 1989

**B.A. University of the West Indies**

Kingston, Jamaica, 1976 - 1980

**EMPLOYMENT AT LARGE SCHOOLS**

***School Superintendent of Dade Christian School (PK-12), Hialeah and The Master's Academy, South West Ranches, from 2014 to 2016. In charge of 90 employees, five administrative directors, 750 students enrolled and a budget of \$6 Million. We led the academic turnaround of this school from 10 years of academic failures with test scores beneath national average to solid academic success above the national, plus three District Athletics championships and two state superiors in choral music.***

***Head of School, Coral Springs Christian Academy (PK-12), Coral Springs, Florida, 2010 - 2013***  
***I served as CEO providing leadership for 85 employees, 720 students, six administrative directors and \$6 million budget. We raised national test scores from below state average in 2010, to results above the top 25<sup>th</sup> percentile in high school SAT total average scores in 2013. The school set a record with state finals in basketball and state finalist in baseball (2014) and set a new record for most state superiors in Broward County in choral music- sight reading.***

***Head of School, Calvary Christian Academy (PK-12), Fort Lauderdale, Florida, 2008 - 2010. The school is a K-12 private school enrolling 1357 students, employing faculty/staff of 180 and operating budgets of \$10 million. In 2010, enrollment had stagnated at 900, two years later we energized marketing to raise enrollment to 1357 and raised national test scores in Math, English by approximately 60%. The school has now grown to become one of the high demand private schools in Fort Lauderdale, with a student enrollment of 1800.***

**Head of School, Seminole Presbyterian School (PK-12), Tampa, Florida, 1996 -2002**

**Provided the leadership for 100+ employees, 785 students (at max), nine administrative directors, and managed several budgets totaling over \$6 million. The school was managed out of major debt into financial profit margins. The school attained the highest SAT averages among similar type of schools in NW Florida, and consecutive years of state championships in softball. Later we made it to the state finals in baseball and basketball (2000 -2002,) and earned numerous state superiors in choral music.**

**Associate Professor - Erskine College & Seminary, Due West, South Carolina, 1991-1996**

**My service as a faculty member teaching graduate level courses in Administration. In addition, conducted leadership training workshops, hosted seminars and supervised doctoral dissertations. Additionally, I served on the doctoral degree program management committee, and the accreditation planning team.**

**Instructor of History and Philosophy- Jackson State University, Jackson, Mississippi, 1988 -1991**

**In this role, I successfully taught undergraduate courses at this public university. The courses were major critical thinking subjects offered in the university. Those courses were "Introduction to Philosophy, Introduction to Logic, and World History I & II.**

**EMPLOYMENT AT SMALL SCHOOLS**

**Interim Headmaster, The Christian Academy, PK-8<sup>th</sup>, Tampa, Florida, 2002-2003**

**Head of School, Providence Christian School of Texas - A Classical School, PK-8<sup>th</sup>, For Academically Gifted Students, Dallas, Texas, 2003 -2005**

**Head of School, John Knox School, Richardson, Texas, PK-8<sup>th</sup>, 2005 -2007**

**AWARDS & RECOGNITIONS**

**1980- Outstanding Academic Prize, University of the West Indies, Jamaica**

**1989- Full Graduate Fellowship in Urban Mission Research, RTS, Jackson, MS**

**1995- Overseas Ministries Study Center Research Grant Funded by Pew Charitable Trust**

**2001- Cambridge "Award for Excellence in School Leadership" - Seminole Presbyterian School**

**2001 and 2011- Twice Elected Board of Director, Florida Council of Independent School (FCIS)**

**2013- School Board Award & Formal Recognition for "Top Growth in Academic Excellence" at Coral Springs Christian Academy.**

### **HIGH PROFESSIONAL CAREER ACHEIVEMENTS**

- **2001 and 2011 Elected Board of Directors for Florida Council of Independent Schools Accreditation Association. This Organization Accredits the Highest Achieving Schools in the State of Florida, with oversight for 160 Schools and 70,000 Students Enrolled**
- **2001 Appointed Board Member for the State of Florida Bright Futures Scholarship Committee**
- **2013, Coral Springs Christian High School SAT Averages grew to above the top 25<sup>th</sup> Percentile Nationally from Beneath State Averages. High School Graduating Class Motivated to 100% College Acceptance**
- **2013 - 14, Coral Springs Christian Earns State Finals in Basketball, Finals in Baseball, and Superlors at State In Choral Music, and Regional Superior Awards In Theater Arts**
- **2013 Implemented Successfully Rigorous Textbooks: *Singapore Mathematics, Saxon Phonics, Singapore Science and Cognitive Reading Comprehension Programs, Houghton Mifflin Language Arts***
- **In 2013, Elementary School Core Subject Averages on Stanford 10 Grew to 80<sup>th</sup> - 95<sup>th</sup> Percentile Range, from Formerly Beneath State Average.**
- **In 2013, Elementary and Middle School Won Top Awards In Regional Mathematics Olympics**
- **In 2013, School Earns First Valedictorian That Is Captain of Boys State Finals Basketball Team**
- **2001, FCIS Convention Seminar Speaker with Dr. Joan Lutton on "Curriculum Design and Implementation for Independent School Leaders"**
- **1996 - 2016, Selected, Hired and Professionally Trained 70% of Top Faculty In Elementary, Middle and High Schools in my Florida Schools**
- **2009, Implemented Staff Academic Collaborative Planning Model and Academic Benchmarking Resulting in Higher Levels of Student Academic Achievement K-12**
- **1998 , Vertically Aligned and Fully Integrated National Curriculum Frameworks by Integration of Elements from *Common Core, Department of Defense International Schools, STEM, AP Curricula***
- **2002, Published PK-12 Curriculum Content Guides for Schools with Focus on Higher Level Reasoning Skills**
- **Annually Provided a Friendly Statistical Data Analysis of Each School's Academic Results**
- **1996 -2016, Annual Faculty Development Trainer in Pedagogy and Assessment Fostering Exponential Growth In Schools Academic Achievement**

## **FINANCIAL AND PUBLIC SPEAKING ACHEIVEMENTS**

- **Articulate Public Speaker, Inspiring to Parents, Students and Mentoring Faculty**
- **A Record of Effective Leadership, Taking Very Difficult Schools and Comprehensively Transforming Them for Success**
- **Financial Guidance Led School from \$600,000 Pre-existing Deficit to a \$250,000 Surplus**
- **Gained Endowment Tuition Scholarship Program For Needy Students with NFL's Hardy Nickerson**
- **Obtained Coach *Tony Dungy, Miss America (Deaf), Heather Whitestone and Florida Lt. Governor Frank Brogan* as Speakers for Major School Events**
- **Persuaded Bank of America, Tampa, Florida to Underwrite School Endowment Scholarship Fund**
- **Public Face of the School, Main Banquet Speaker for Annual Giving Campaigns and Events**
- **Accreditation Team Chairman Roles for Florida Council Independent Schools/SACS/SAIS**
- **Main Banquet Speaker for Several Annual Giving Campaigns and Public Marketing Events**
- **Professional Trainer For National Heads of School Training Retreat Sponsored By Calvin College**

### **My Professional PowerPoint Presentations for Training Faculty and Principals:**

***Multiple Intelligence & Multi-Sensory Learning \* Qualitative and Quantitative Educational Assessment \* Qualitative Action Research Findings that Improves Teaching and Learning \* Best School Leadership Practices for K-12 School Leaders \* Overview of Neuroscience and Clinical Views of Pedagogy \* Five Major Schools of American Educational Pedagogy \* Project Based Learning and Higher Critical Analysis \* Bloom's Taxonomy In Teaching and Testing \* Review of Current Best Pedagogical School Practices \* Philosophies of Education and Teacher Communication Styles \* Teaching Higher Level Reasoning Skills K-12 \* Making and Delivering Academic Year Plans of Instruction\* Classical Education and the Creation of a Masterpiece \* Balancing Teacher Learning Styles with Student Learning Styles***

### **Technology Skills**

**Skilled in Microsoft Office Suite, and a variety of desktop publishing software packages, internet based research, database operations and research based analysis and descriptive statistical analysis.**

### **Recreation**

**Swimming, soccer, chess, table tennis and preparation of culinary delights**

*Melissa D. Patschke, Ed. D.*

50 Rugby Road, Birdsboro, PA 19508  
Work Cell Phone: 610-636-9990  
Personal Cell Phone: 610-223-0608

MDPatschke@aol.com  
MPats@spring-ford.net  
Office Phone: 610-705-6149

June 11, 2016

Through the course of my career in education, I have gained a wealth of knowledge, experiences, and wisdom by successfully leading schools. I am seeking the opportunity to serve as a school leader in an educational system that places a high value on student achievement, contributes to the social and emotional health of the whole child, and celebrates each stakeholder's unique contributions, both differences and strengths. It is clear that the School District of Sarasota County has established priorities based on the success of children and operates on behalf of the same values that I have found important to supporting successful schools.

In 1984, I took my first step on the educational ladder through an unwavering passion for teaching. Thirty two years later, an even higher level of motivation inspires my work as an experienced educational leader. I would be honored to serve as the Superintendent of Schools for the School District of Sarasota County. I offer my experiences gained working on state and national educational platforms; my ability to foster positive school cultures and collaborative practices; as well as my passion for maximizing excellence in schools.

I am confident that my skills and talents would serve as valuable assets to the School District of Sarasota County. I look forward to meeting with your selection committee to determine how my qualifications and experiences might best serve the students of Sarasota schools as well as the greater community.

Yours in education,

*Dr. Patschke*

Melissa D. Patschke, Ed. D.

"No significant learning occurs without significant relationships."  
Dr. James Comer, Yale University

## Melissa D. Patschke, Ed. D.

Upper Providence Elementary  
833 South Lewis Road, Building #3  
Royersford, PA 19468  
Work Phone: 610-705-6149  
Cell Phone: 610-636-9990

50 Rugby Road  
Birdsboro, PA 19508  
Home Phone: 610-223-0608  
MDPatschke@aol.com  
MPats@spring-ford.net

### Educational Accomplishments

Letter of Eligibility for Superintendent Commonwealth of Pennsylvania Immaculata University, Immaculata, PA	2006 - 2008
Doctorate of Education Immaculata University, Immaculata, PA Educational Leadership	2001 - 2005
Administrative Certification Temple University, Philadelphia, PA Elementary and Middle School Concentration	1993 - 1996
Masters of Education Millersville University, Millersville, PA Counselor Education Program	1989 - 1992
Bachelors of Science in Education Kutztown University, Kutztown, PA Special Education and Elementary Education Certifications	1984 - 1988

### Continuing Education Experiences

Pennsylvania Inspired Leadership Courses, NISL, PDE The Educational Challenge; Principal as a Strategic Thinker; Foundations of Effective Learning; Elements of Standards-Based Instructional Systems and School Design	Spring 2015
Educational Seminars: Argentina Fellowship Awardee American Councils for International Education Bureau of Educational and Cultural Affairs of the United States Department of State Washington, DC, USA and Cordoba, Argentina	2012 - 2013
Foundations of Positive Psychology Non-credit course taught by Dr. Tal Ben-Shahar College of Liberal and Professional Studies University of Pennsylvania, Philadelphia, PA	Fall 2009
NAESP Summer Institute 2009 Response to Intervention: The Leadership Challenge and Reward Myrtle Beach, South Carolina	July 2009
National Principal Mentor Certification National Association of Elementary School Principals Peer Assisted Leadership Services	June 2009
Graduate Course On-line Facilitator Training Facilitating Courses on the eMBEDDED LEARNING System Learning Sciences International/eMBEDDED Learning System	Winter 2009
Leadership Institute Training NAESP and Nova Southeastern University, Miami, FL	June 2008

***Public School Employment***

Elementary Principal, Grades K-4 Upper Providence Elementary School Spring-Ford Area School District, Collegeville, PA	2002 - Present
Elementary Principal, Grades 1-6 Amity Elementary Center & Amity Intermediate Center Daniel Boone Area School District, Birdsboro, PA	1997 - 2002
Assistant Middle School Principal, Grades 6 - 8 Lemoyne Middle School & Allen Middle School West Shore School District, Camp Hill, PA	1996 - 1997
Special Education Teacher, Grades K - 6 Tyson-Schoener Elementary, Thomas Ford Elementary, and 13th & Union Elementary Schools Reading School District, Reading, PA	1988 - 1996

***Additional Experiences***

AISA Leadership Conference, Association of International Schools in Africa Sponsored by the US State Department, Office of Overseas Schools	Spring 2016
University of Pennsylvania Collaborative Fellow Penn Educational Leadership Simulations Project (PELS)	2013 - 2015
Collaboration and School Visits in Ireland Irish Primary Principal's Network Dublin & Cork, Ireland	Spring 2013
K-12 Wellness Coordinator/Grant Writer Spring-Ford Area School District, Royersford, PA Brain Body Connection; Resiliency; Nutrition Social and Emotional Learning; Service Learning	2011 - Present
National Association of Elementary Principals, Staff Development Faculty Leadership Immersion & Mentor Certification Trainer Feature Article published in NAESP's Principal magazine, March/April 2012 Putting Research to Work: A case study of how one school converted behavior improvement research to practice using expert advice and six really smart moves	2009 - 2014
National Webinar Series on Professional Learning Communities: Standards for What Principals Should Know and Be Able to Do 2009 Topic: Principals Leading Diverse Learning Communities 2011 Topic: Seven Key Steps to Success through Mentoring 2012 Topic: Inspired to Lead: Tips to Encourage the Next Generation of Great Principals	2009 - 2012
Graduate Course Instructor EDU 526: Developing and Implementing Effective Behavior Management for Students with Challenging Behavior Neumann University, PA	2013 - 2015
School Leadership Briefing Podcast Presenter Inspiring the Next Generation of School Leaders (April Edition) Five Ways Principal Mentors Support New Leaders (Principal Mentoring Resources)	Winter 2013
Conference Session Presenter Leave a Legacy: Mentoring the Next Generation of School Principals Pennsylvania Association of Elementary and Secondary School Principals 2009 State Conference: We are Leaders of Learning!, State College, PA	October 2009

On-line Graduate Course Facilitator 2009 - 2010  
 Letter of Endorsement: Teacher Leadership & Instructional Coaching  
 National Institute for Professional Learning  
 Formerly: eMBEDDED LEARNING Graduate Education  
 Wilkes University and Learning Sciences International  
 EDAM 5020: Instructional Coaching I and EDAM 5013: Teacher Leadership

### Professional Contributions

#### *United States Department of Education*

IDEA Partnership Participant, Office of Special Education Programs 2009 - Present  
 Educational Seminar, American Councils for International Education, Argentina Exchange 2012 - 2013  
 Growing Local & Learning Global, Collaborative Grant Recipient – US State Department 2012 - 2013  
 White House Educational Forum for Pennsylvania, Participant Fall 2012  
 Doing What Works Grant Awardee, U.S. Department of Education & WestED 2010 - 2011  
 Community of Practice Participant, Office of Special Education Programs Fall 2010

#### *National Association of Elementary School Principals*

NAESP Board of Directors, Representative for Zone Two 2013 - Present  
 Northeast Regional Conference Chairperson 2012 - Present  
 NAESP Convention Participant 2010 - Present  
 State Representative to NAESP for Pennsylvania 2011 - 2013  
 Membership Advisory Committee, Zone 2 Representative 2011 - 2013  
 Professional Development Trainer for the Immersion Leadership Institute 2011 - 2013  
 Federal Relations Coordinator for Pennsylvania 2010 - 2013  
 National Principal Mentor Certification Coach 2009 - 2013  
 National Leaders Legislative & Federal Relations Conference Participant 2010 - Present  
 Editorial Advisor, Publication Board 2008 - 2011  
 89<sup>th</sup> National Convention Blogger; April 2010  
 Legislative Corner commentary featuring Congressman Joe Sestak; November 2009  
 Professional Book Reviews - January 2009, August 2009, October 2010  
 Article summarizing a Keynote Speech by General Colin Powell; April 2009  
 Book Reviewer: 2<sup>nd</sup> Edition - School Leader Internship, 3<sup>rd</sup> Edition, Eye on Education Company 2009  
 National Convention Presentation Proposal Reviewer 2008 - 2010

#### *Pennsylvania Association of Elementary & Secondary School Principals*

Ex officio board member ~ Zone 2 Director for NAESP 2013 - Present  
 Executive Committee to the Board of Directors 2011 - 2013  
 National Distinguished Principal Selection Committee Member 2009 - 2010  
 Elementary Eastern III, Regional Representative, Board of Directors 2008 - 2011  
 Conference Committee 2009 & 2011  
 High Stakes Testing Task Force Member, White Paper Spring 2008

#### *Spring-Ford Area School District*

Designed and Executed Resiliency Staff Development Presentation with HS students 2015  
 Implementation of Wellness/Resiliency Initiatives for All Stakeholders 2011 - Present  
 Health and Wellness Grant Writer and Coordinator 2011 - Present  
 District Representative to Montgomery County Principals and Supervisors Association 2007 - 2011  
 Leadership Team Professional Development Trainer - Culturally Proficient Instruction;  
 Strengths Based Leading & Teaching; Brain Based Research Practices for the Classroom;  
 The Collaborative Work Place; Memory Strategies for Increased Student Learning;  
 Creating Agreement; Using Student Data to Drive Instruction 2007 - 2011  
 TV Show Host & Script Designer, Community Connections, Educational Talk Television 2007 - 2010  
 Ram Country Television  
 Chapter 12 Sub-committee Facilitator eStrategic Planning Process 2007 - 2008

***Upper Providence Elementary School***

Mindfulness in the Classroom	2015 - Present
The GREAT Kindness Challenge	2015 - Present
Hour of CODE and STEM Lessons	2015 - Present
Instructional Support Team Model	2015 - Present
"Believe in UPE" – Motivational Video Production	2015
UPE 5 - Character Education – Full Value Contract	2014 - Present
Foods For All Garden Project, Triskeles of Chester County, Service Learning	2012 - Present
Wellness & Resiliency Movement – Social/Emotional Learning Concentration	2011 - Present
Reading with Service Dogs – Student Motivational Programming	2011 - Present
Trout in the Classroom Grant Program	2009 - Present
High School Heroes Program	2009 - Present
Mission Nutrition & Healthy Choice Initiatives & Programming	2008 - Present
RtII School Wide Implementation	2008 - Present
Action Based Learning Lab & Kinesthetic Approach in the Classrooms	2007 - Present
Friends of the Pond & Outdoor Classroom Project	2006 - Present
Parent Resource Center & Parent Partnership Educational Programs	2005 - Present
Principal Pride Positive Recognition Programs for Students	2003 - Present
School Wide Pro-Social Program	2003 - Present
Successful Special Education Programming: ES, LS, AS, and MD	2003 - Present
Pen Pal Projects: Argentina, Australia, China, Japan, Various States in the US	2009 - 2014
Redistricting of Elementary Schools – Planning and Implementation Committee	2006 - 2008
School & Local Area Historical Committee: <i>Living History Video</i>	2003 - 2008

***Professional Association Affiliations***

Pennsylvania Association of Principals	(PA Principals)
Pennsylvania School Boards Association	(PSBA)
National Association of Elementary School Principals	(NAESP)
Association of Supervision and Curriculum Development	(ASCD)
Council of Exceptional Children	(CEC)
Council of Administrators of Special Education	(CASE)

***References***

Mr. Daniel Currie, UPE Parent  
K-3 Director of Special Education  
Spring-Ford Area School District  
610-705-6190  
[DCurr@spring-ford.net](mailto:DCurr@spring-ford.net)

Dr. Marsha R. Hurda  
Retired Superintendent of Schools  
Spring-Ford Area School District  
215-368-5015  
[hurda100@gmail.com](mailto:hurda100@gmail.com)

Ms. Carol Riley  
Foundation Consultant, Professional Development & Special Projects  
National Association of Elementary School Principals  
703-684-3345 ext. 271  
[Criley@naesp.org](mailto:Criley@naesp.org)

Mrs. Gail Connelly  
Executive Director of NAESP  
Alexandria, VA  
(703) 684-3345 (ext. 250)  
[GConnelly@naesp.org](mailto:GConnelly@naesp.org)

Mrs. Jacquie Havrilla  
Elementary School Principal  
Spring-Ford Area School District  
610-705-6012  
[JHavr@spring-ford.net](mailto:JHavr@spring-ford.net)

Dr. Johnna Weller  
Director of Prof. Development  
Discovery Education  
240-485-7753  
[johnna\\_weller@discovery.com](mailto:johnna_weller@discovery.com)

Dr. Paul Healey  
Executive Director of PAESSP  
Harrisburg, PA  
(717) 732-4999  
[Healey@paessp.org](mailto:Healey@paessp.org)

Dr. Reesa Wurtz  
School Psychologist  
Spring-Ford Area School District  
610-705-6169  
[RWurt@spring-ford.net](mailto:RWurt@spring-ford.net)

**Mr. Anthony D. Pack, Ed. S.**  
110 Tom Chapman Blvd, Apt. 405  
Warner Robins, GA 31088  
478-538-4883  
[adpack67@gmail.com](mailto:adpack67@gmail.com)

May 31, 2016

Sarasota County School Board  
C/O Florida School Board Association  
1960 Landings Blvd.  
Sarasota, FL 34231

RE: Superintendent's Position for Sarasota County Schools

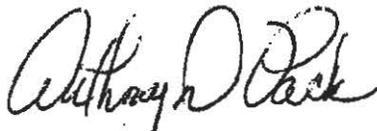
Dear Sarasota County School Board:

The purpose of this letter is to inform the Board along with the children, parents, and community of my desire to serve as their instructional leader as the Superintendent of Schools. Over the last 26 years, I have been afforded the opportunity to serve in various local, regional, and state positions. My resume outlines each position, the duties and responsibilities, and my accomplishments.

In the application and attached documents the Board will find specific details to my experiences, letters of recommendation, and supporting documents which I feel will demonstrate how I might meet the needs of Sarasota County Schools. If after reviewing my documentation, you feel I can make a contribution in leading your schools, I would appreciate the opportunity to interview for the position of superintendent.

Thank you for taking time to review my information and for considering me for the position of Superintendent of Sarasota County Schools. I look forward to hearing from you in the near future.

Respectfully submitted,



Anthony D. Pack

**CONTACT INFORMATION**

Anthony D. Pack, Ed.S.  
115 Tom Chapman Blvd, Apt. 405  
Warner Robins, GA 31088  
Phone: 478-538-4883 (C)  
Email: [adpack67@gmail.com](mailto:adpack67@gmail.com)

**EDUCATION**

- June of 2005**    **Education Specialist in Curriculum and Instruction**  
Argosy University  
Sarasota, Florida
- June of 1996**    **Master of Education in Administration and Supervision of Schools**  
Georgia Southern University  
Statesboro, Georgia
- June of 1990**    **Bachelor of Arts in Middle Grades Education with Concentrations in Language Arts, Math, and Science**  
Mercer University  
Macon, Georgia

**PROFESSIONAL EXPERIENCES**

- July 2015**    **School Improvement Specialist Coordinator**  
to    **Employer: Middle Georgia Regional Educational Services Agency (MGRESA)**  
**Present**    **Mrs. Carolyn Williams, Executive Director MGRESA**  
80 Cohen Walker Dr., B203  
Warner Robins, GA 31088  
478-988-7170 (P)    478-719-7158 (C)    [cwilliams@mgresa.us](mailto:cwilliams@mgresa.us)

**Responsibilities include:**

- Working with 8 school systems representing more than 65,000 students
- Provides leadership, assistance, and support to all member systems in the improvement of student achievement
- Uses on-going, data-based processes to determine the needs of systems and schools
- Assists systems in planning system/school improvement based on qualitative and quantitative data
- Provides on-going support, tools, resources and professional learning for teachers and administrators that will include collaborating with MGRESA staff and system/school leadership to plan and deliver targeted professional learning
- Leads system/school personnel in the implementation of research-based instructional practices
- Uses measures of effectiveness to improve MGRESA services
- Assists systems/schools in the implementation of the GA School Performance Standards

- July 1, 2008**    **Superintendent of Schools**  
to    **Employer: Monroe County Board of Education**  
**May 30, 2015**    **Monroe County Schools**  
25 Brooklyn Ave.  
Forsyth, GA 31209  
478-994-2031 (P) 478-994-3364 (F)  
**Dr. J. Ray Grant, Jr., Chairman of the Board (during my tenure)**  
699 Dumas Road  
Forsyth, GA 31029  
478-994-2968 (H)    478-960-4555 (C)    [ici699@aol.com](mailto:ici699@aol.com) (email)

**General School System Information:**

- School System of 6 Schools including an Alternative Education Program (1 HS, 1 MS, 3 ES, and 1 AES – 4 Title I Schools)
- Monroe County Schools (MCS) has more than 4020 students (including Pre-K), over 600 full-time employees, and a general operating budget in excess of \$34,000,000 per year.
- Total system financials include the general operating budget, school nutrition enterprise, Education Special Local Option Sales Tax, and Federally Funded Programs in excess of \$42,000,000 per year. Four (4) Consecutive ESPLOSTS.
- See the school system website at: [www.monroe.k12.ga.us](http://www.monroe.k12.ga.us)
- See system improvement and data documents at: [http://www.monroe.k12.ga.us/pages/Monroe\\_County/About\\_Us](http://www.monroe.k12.ga.us/pages/Monroe_County/About_Us)
  - MCS Vision, Mission, & Guiding Principles
  - MCS Strategic Objectives and System Areas of Focus
  - MCS Continuous Improvement Plan (Under Board of Education in eBoard)

- MCS College and Career Readiness Performance Index Balanced Scorecards
- MCS Annual Reports
- MCS by the Numbers for 2013-2014
- **Balanced Literacy Initiative** - Georgia Leadership Institute for School Improvement (GLISI) – Research Report on MCS entitled “Conditions for Success: Community Pride, Sustained District, and Teaching Excellence in a Rural Georgia County

**Accomplishments:**

- **2014-2015 Construction** - Construction of a 1200 seat Fine Arts Center started in March 2015. The center will be for students and the community. The anticipated cost of the facility is \$8,100,000.
- **2014-2015 Technology** - Textbook/Resource Adoption for English Language Arts/Reading will be a hybrid of technology and printed resources to transition to a *One-to-One Technology System*
- **2013-2014 CCRPI Georgia's State Accountability System** - Under the Georgia Department of Education's Accountability System, the Monroe County School System ranked top amongst Central Georgia School Districts and in the top 20% statewide.
- **2013-2014 Fine Arts** - Started 4<sup>th</sup> and 5<sup>th</sup> grade instrumental band programs while continuing to offer Elementary Art, Music, PE, and Technology courses
- **2013 Technology** - Upgrades to Wireless Infrastructure at all school sites to enhance the BYOD Initiative
- **2013 Financial** - Passed the 4<sup>th</sup> Education Special Purpose Local Option Sales Tax for MCS
- **2013 Professional Learning/School Improvement** - Established and Implemented the MCS Summer Leading Learner Summit, a professional learning symposium conducted by system faculty and staff for MCS faculty and staff
- **2013 Academic Achievement/Professional Learning/Organization Effectiveness** – Conditions for Success: Community Pride, Sustained District Focus, and Teaching Excellence in a Rural Georgia County – Research Report written by Georgia Leadership Institute for School Improvement to highlight “the work of leaders and teachers in MCS who decided that in order to widen the doors to college and career success for their students, their first priority had to be ensuring every child was reading on grade level by the third grade.”
- **2012-2013 Stakeholder Engagement/System Improvement** - Established a new Vision, Mission, and Guiding Principles through community engagement
- **2012-present Fine Arts** – All students grades K through 12 have the opportunity to participate in a Musical or Play. 2013-2014 is the first year all schools produced a Musical or Play.
- **2011-2012 Academic Achievement/Technology** - Schools started the process of developing Science, Technology, Engineering, and Mathematics (STEM) programs. Schools were encouraged to begin by having teachers trained in teaching using the STEM methodology.
- **2011 Academic Achievement/System Improvement** - Advanced District Accreditation with Quality Achievement
- **2010-2011 Academic Achievement/Technology** - Implemented BYOD in 3<sup>rd</sup> through 12<sup>th</sup> Grades
- **2010-2011 Facilities/Grade Level Consolidation** - There were two small middle schools serving sixth through eighth grades. The schools were consolidated using a great deal of pre-planning and community meetings which assisted in very little stakeholder frustration.
- **2010-present Academic Achievement/System Improvement/Teacher Leadership** - Established internal procedures for using the Georgia Assessment of Performance on School Standards to Monitor Curriculum; Assessment; Instruction; Planning & Organization; Student, Family, & Community Involvement & Support; Professional Learning; Leadership; and School Culture. This initiative involves system/school administrators, teachers from each grade level, instructional support staff, and stakeholders (students, parents, and community members).
- **2009-present Teacher Leadership/Succession Planning** - Established the MCS Aspiring Leaders Program to build Leadership Capacity. This program transitioned to the Middle Georgia RESA Teacher Leader Collaborative. MCS participation has continued annually training more than one third of teachers either through Middle GA RESA Teacher Leader Collaborative or GLISI Base Camp and Leadership Summit.
- **2009-present Academic Achievement/Professional Learning** – Began the implementation process to roll out Positive Behavior Intervention and Supports District-wide a full four years ahead of the majority of the rollouts across Georgia. Beginning in 2012, the District began offering PBIS tours to other districts and schools with over 50 Georgia schools represented at quarterly tours of our schools to showcase PBIS activities. In 2014-2015 school year, the District conducted two tours accommodating over 200 attendees.
- **2009-2010 Academic Achievement/Community Engagement/Community Support** – Monroe County Board of Education was able to purchase the property formerly owned by a private school. The property has been utilized to “incubate” and grow Central Georgia Technical College in an effort to provide Mary Persons High School Students and Monroe County residents with access to post-secondary options.
- **2009-2010 - Opened New Elementary School - Katherine B. Sutton Elementary** - Opened a new elementary school during the fall of 2009. The school was ready on time for the start of the school year.
- **2008-present Elementary Re-zoning** - During my tenure, there have been two rezoning of pre-K through fifth grade students. In both cases, stakeholders had concerns. Their concerns were heard and facilitated changes to plans originally presented. The final plans were better because of the input from stakeholders.

- 2008-present Academic Achievement - Academic achievement continued with students at all grade levels scoring higher than the state averages.
- 2008-present Academic Achievement/Co-Curricular Activities - CTAE teachers and students have received numerous accolades for industry certification for business education and healthcare science programs. In addition to highly successful established CTAE programs in agriculture, automotive care, business education, construction, and technology education, the energy pathway was established in 2013. The system has a state recognized Work-Based Learning Program.
- 2008-2015 Academic Achievement - The *high school graduation rate* exceeded the state average with five of the last six years being above 80%. 2015 was 88.3%.
- 2008-present Academic Achievement - Monroe County Schools serves as a model for other systems with it K-5 implementation of standards-based report cards with sixth grade anticipated in 2015-2016.
- 2008-present Extra-curricular Activities/Sports - The Monroe County School System Athletics Program continues to have boys and girls teams for seventh through twelfth grades performing at the regional and state levels during playoffs.

July 1, 2006      Superintendent of Schools  
to                    Employer: Kent County Board of Education  
June 30, 2008      Kent County Public Schools  
5608 Boundary Ave.  
Rock Hall, MD 21661  
410-778-1595 (P)  
Mr. John Larrimore, President of the Board (during my tenure) (no longer on the Board)  
6006 Rock Hall Rd.  
Rock Hall, MD 21661  
410-490-3363 (C)                    [jlarrimore@hotmail.com](mailto:jlarrimore@hotmail.com)

**General School System Information:**

- School System of 8 Schools - 1 HS, 3 MS, and 4 ES – 4 Title I
- School System of 2264 students, over 340 employees, and yearly operating budget of over \$32,000,000

**Accomplishments:**

- Was asked to be and acted as a “change agent” in a school district that had become complacent with the status quo.
- Emphasis placed on research-based instructional strategies by adding central office positions that were subject specific to assist building level administrators in classroom observations to provide targeted feedback on how to improve teaching and learning.
- Instituted a technology plan that led to 98% of classrooms district-wide being outfitted with interactive technologies along with all impacted teachers receiving intensive professional development that directly impacted instruction.
- Leveraged interpersonal skills to collaborate with the Board of Education and the County Commission to ensure adequate funding levels. The County Commission funded the Board of Education’s budget. The Board did not have a mechanism to raise funds.
- Renegotiated with the unions (teachers, support, and bus drivers) to make the agreements legal. The agreements contained language more than 30 years old.
- Settled multiple lawsuits that had been filed against the system.
- Worked through and resolved to the satisfaction of the State Department of Education and State Board of Education a testing scandal that had occurred prior to my being appointed. The matter involved a principal who had been in the system for 49 years and three of her veteran teachers.
- Worked with local media to regain their trust using an open door policy and open line of communication via email and cell phone.
- Left the district in much better shape than I found it. My time was short but given my role as a “change agent” it needed to be short.

March 2004      Assistant Superintendent of Schools (October 2005 through June 2006)  
to                    Executive Director of Curriculum and Instruction for Middle & High Schools and Student  
June 2006      Assessment for K-12 (March 2004 through October 2005)  
Liberty County School System  
200 Bradwell Street  
Hinesville, GA 31313  
912-876-2161 (P)  
Dr. Steve Wilmoth, Superintendent of Schools (during my time in LCSS) (unsure of current contact information)  
(former cell number 912-368-2090)

**General School System Information:**

- Urban School District in Coastal Georgia comprised of a high percentage of military dependents due to Fort Stewart being in Liberty County
- More than 10,000 students

**Responsibilities included:**

- Assisted in facilities issues and planning

- Assisted in system budgetary planning
- Supervised and evaluated central office staff and school administrators
- Monitored implementation of curriculum for grades 6 through 12 (approximately 5,000 students attending three middle schools and two high schools)
- Assisted principals with analysis of AYP reports/data
- Worked with middle and high school administrators in developing comprehensive school improvement plans
- Assisted K-12 site administrators with disaggregation of student achievement data
- Worked with staff to review AYP status reports/data
- Wrote and presented executive summaries for all student achievement test data
- Supervised all state and local mandated NRT and CRT
- Wrote, proposed, and monitored implementation of Board Policies

July 2001 to March 2004 Georgia Department of Education - School Improvement Team Leader for Region 2  
RESA Statewide School Improvement Network - Instructional Support Specialist  
Same work but funded under two different organizations during my time in the School Improvement Division with GADOE and NWGA RESA  
Georgia Department of Education  
Division of School Improvement  
205 Jesse Hill Jr. Drive SE  
Atlanta, GA 30334  
404-656-2800 (P) 404-651-8737 (F)  
Northwest GA RESA  
3167 Cedartown Hwy  
Rome, GA 30161  
706-295-6189 (P)  
Dr. Debbie Craven, Regional Manager (Supervisor)  
912-230-9191 (C) [dpcraven@gmail.com](mailto:dpcraven@gmail.com)

**Responsibilities included:**

- Assisted 22 schools in Region 2 from 7 school districts (Evans, Hancock, Long, McIntosh, Richmond, Savannah-Chatham, and Wheeler) in school improvement and mathematics instruction
  - The majority of the schools were Title I, High Poverty, and High Minority. Richmond and Savannah-Chatham schools were inner-city schools.
- Assisted principals and school leadership teams in implementing and monitoring school improvement using America's Choice School Reform Design
- Assisted in performing implementation checks by observing and performing focused-walks in assigned schools
- Made recommendations to school leadership teams to revise school improvement plans
- Assisted in Quality Reviews at each school to guide next step/action plans and report progress to the Office of School Improvement within the Georgia Department of Education
- Worked with administrators and teachers at Tompkins Middle School (inner-city school in Savannah-Chatham County Schools)
- Was a member of Tompkins Middle School's Leadership Team to support school reform and evaluate instruction
- Conducted training sessions for Tompkins Middle School teachers on implementing Performance Standards

August 1996 to June 2001 Assistant Principal and Instructional Supervisor  
Effingham County Middle School (ECMS)  
Springfield, Georgia  
Mrs. Elizabeth Helmly, Principal (during my tenure) (retired)  
Dr. J. Michael Moore, Superintendent (during my tenure) (retired)  
Effingham County Board of Education  
405 North Ash St.  
Springfield, GA 31329  
912-754-6491 (P) 912-754-7003 (F)

**Responsibilities included:**

- School Improvement Grant Coordinator for the GADOE Consolidated Application
- Site test coordinator for local and state mandated tests
- Informed faculty of NRT and CRT results for classroom and school evaluation for school improvement
- Developed and supervised at-risk programs for sixth through eighth grade students
- Served on the advisory board for the Post-Baccalaureate Transition to Teaching Program with Armstrong Atlantic State University (2001)
- Supervised and evaluated teachers
- Chaired the committee to establish a Character Education Program
- Supervised practicum students and student teachers for local Colleges and Universities

- Maintained and facilitated the implementation of the ECMS Technology Plan
- Supervised site-based spending and maintain account balances of the Effingham County Instructional Budget for ECMS
- Scheduled students for classes
- Monitored and handled student discipline issues

**Staff Development Trainer for:**

- Natures and Conditions of the Middle Grades Learner
- Discipline: A Total Approach
- Conflict Management

**August 1990**      **Seventh Grade Life Science Teacher**  
**to**                    **Summer School Teacher Math, Science, English Language Arts and Social Studies**  
**June 1996**      **Effingham County Middle School (ECMS)**  
                         **Springfield, Georgia**  
                         **Employer: Effingham County Board of Education**  
                         **Dr. Franklin Goldwire, Principal (Retired)**

**Responsibilities included:**

- Teacher of the Year ECMS (1995)
- Representative for GA Initiative for Mathematics and Science (1994-96)
- Science Fair and Review Committee (1992-96)
- ECMS Hardship Attendance Committee (1995)
- ECMS Track Coach (1994-96)
- Science Club Assistant Sponsor (1993-96)
- ECMS Olympic Co-chairperson (1991-94)

**OTHER RELATED PROFESSIONAL EXPERIENCES**

**July 2014**      **Lead Evaluator for External Review Teams**  
**to**                    **Employer: AdvancED**  
**Present**         **Dr. Barbara Remondini, Vice-President for Public School Accreditation (Supervisor)**  
                         **7665 S. Research Drive**  
                         **Tempe, AZ 85284**  
                         **480-773-6900 (P) [bremondini@advanc-ed.org](mailto:bremondini@advanc-ed.org)**

**Responsibilities include:**

- Conduct school system visits for AdvancED leading External Review Teams for accreditation purposes.
- Conduct a pre-visit with the system - usually through an on-line platform
- Assist the system in the final stages of the Internal Review, assuring that all documents are complete and available to the External Review Team
- Serve as the AdvancED key contact person for the system during the final stages of the Internal Review, through the External Review and final reporting process
- Conduct an introductory conference call with members of the External Review Team
- Ensure that all team members are properly certified in ELEOT and receive other required training
- Prepare the schedule for the External Review
- Lead the External Review, including the management of all data collected
- Prepare and write the External Review Report, working with a Document Reviewer to edit and finalize the report
- Serve as a Document Reviewer for External Reports written by other Lead Evaluators in a ratio of one Document Review assignment for every one External Review assignment
- Attend and participate in on-going professional development as required by AdvancED

**June 2000**      **Adjunct Professor**  
**to**                    **Armstrong Atlantic State University**  
**August 2003**   **Savannah, Georgia**  
                         **Employer: Armstrong Atlantic State University**  
                         **Dr. Patricia Coberly, Chair of MGSE Dept.**

**Responsibilities included:**

- Teaching and assessing the principles of classroom management to undergraduate students, Georgia Teacher Alternative Preparation Program Participants, and graduate students

**PROFESSIONAL TRAINING**

**System and School Improvement Focus:**

- AdvancED Quality Assurance Lead Evaluator (July 2014)
- AdvancED Quality Assurance Review Team (Member of 6 & Associate Team Leader for 3 District Accreditation Visits)

- District Administration Leadership Institute for Superintendents (March 2014)
- Harvard Leadership Institute for Superintendents (March 2013)
- Georgia Leadership Institute for School Improvement's "Leadership Preparation for Performance Coaching"
- Georgia Leadership Institute for School Improvement's "Developing High Performance Leaders" – Creating a Leadership Succession Plan
- Georgia Leadership Institute for School Improvement's Base Camp and Summit for School/System Improvement (Numerous Cohorts with System and School Teams)
- NCEE Institutes and Network Meetings –356 Contact hours of School Reform Training (7/2001 through 3/2004)
- Textbook Adoption, Connie Muther Model (1996, 1998, 1999, and 2001)
- Implementing Alternative Scheduling and Student Grading Practices for Middle and High Schools, Dr. Lynn Canady, Northeast GA RESA (1997) and Conference: Structuring Middle School to Improve Teaching and Learning: Making Instructional Time Count (2000)

### PROFESSIONAL PRESENTATIONS

- Web article "Dealing with Difficult Personnel Issues" at <https://www.linkedin.com/pulse/dealing-difficult-personnel-issues-anthony-pack?trk=hp-feed-article-title-publish> (July 2015)
- Web article "Effective School District Leaders" at <https://www.linkedin.com/pulse/effective-school-district-leaders-anthony-pack> (July 2015)
- Speak annually to Teacher Preparation Program Students at Mercer University and Wesleyan College
- Annie Casey Foundation. Learning Walk in MCS to observe Positive Behavior Interventions and Supports (Quarterly since 2013)
- Georgia Department of Education, Positive Behavioral Interventions and Supports Summit with Annie Casey Foundation (August 2013)
- Georgia School Superintendents Association – Superintendents Professional Development Program – Superintendents Panel Discussion for Participants (2012, 2013)
- Georgia Association of Educational Leaders 2013 Summer Conference, Georgia Department of Education Presentation on Impact of Positive Behavioral Interventions and Supports (July 2013)
- National Alternative Education Association Conference (February 2013) Superintendent Panel Discussion
- Georgia Department of Education, Positive Behavioral Interventions and Supports Training for GADOE School Improvement Specialist (Fall 2012) - Presentation: "PBIS from a Superintendent's Perspective"
- MCS Leading Learner Summit (August 2012) - Relevance of the Georgia Assessment of Performance on School Standards (GAPSS)
- Southwest Georgia Regional Educational Services Agency (September 2012) - Presentation to members superintendents and lead nurses from the member Boards of Education and Health Departments on the importance of collaboration between school, systems and health departments.
- Georgia Leadership Institute for School Improvement (February 2012, January 2013) "Who Am I?" Presentation was given to over 120 GLISI Teacher Leader Participants
- North Central Health District Conference (May 2011) - "Pandemic Flu: Where do we go from here?" - Presentation on the importance of collaboration between local school systems and local health departments to insure boys and girls are immunized and vaccinated.
- Georgia Association for Alternative Education Conference (February 2010) - Presentation: "Viewing Alternative Schools as an alternative place for students to receive a quality education instead of a place for students with behavior problems"

### PROFESSIONAL MEMBERSHIPS

- Nominated and Applied to Leadership Georgia (May/June 2014)
- Georgia School Boards Association Superintendents' Advisory Board (Fall 2013 through 2015)
- National Association of School Superintendents (2013 to present)
- Middle Georgia Regional Educational Services Agency (2008 to 2015)
  - Middle Georgia RESA Board of Controls Chairman (2010 to 2015)
  - Middle Georgia RESA Board of Controls Vice-Chair (2009 to 2010)
- Georgia School Superintendents Association (2008-present)
  - Georgia School Superintendents Association Board of Directors (2010-2015)
- Leadership Monroe (Class of 2008)
- American Association of School Administrators (2006 to present)
- Georgia Association of Education Leaders (2004 to 2006)(2008 to present)
- Phi Delta Kappa International (2002 to present)
- Association for Supervision and Curriculum Development (1999 to present)

## COMMUNITY INVOLVEMENT

- Tabernacle Baptist Church in Macon, GA
  - Adult Sunday School Teacher (45 to 60 year old couples)(2013-2014)
- Monroe County Board of Health (July 1, 2008 to 6/2015)
- Member of Forsyth-Monroe County Rotary – Paul Harris Fellow (11/2008 to 2012)
- Mercer University Tift College of Education Board of Visitors (Fall 2009 to present)
- Central Georgia Chapter of the American Red Cross Board of Directors (7/2010 to 3/2015)
- Big Brothers Big Sisters of the Heart of Georgia (11/2011 to 04/2013)
- Forsyth-Monroe County Chamber of Commerce Advisor to the Board of Directors (7/2011 to 5/2015)

## SUPERVISORY PLATFORM AND EDUCATIONAL BELIEFS

### **Personal Statement**

"To whom much is given much is expected."

I have been blessed through adoption and public education and therefore, feel obligated to serve my family, the community, boys and girls, parents, educators, and students of education in a way for them to have the same or broader opportunities.

### **Personal Attitude**

As I come in contact with individuals professionally or personally, my attitude and conversations exhibit my belief that people overcome past mistakes or failures of self or others to decide whether they will be more, do more, and hope for more than they or others thought possible.

### **Students**

Students desire knowledge, want to learn, need an education, need to be respected, and need to feel success.

### **Teachers**

The mass majority of teachers want to be a positive influence on the boys and girls they work with on a daily basis. As a result, students learn best when teachers teach using a variety of effective instructional practices in a positive learning environment where students feel free to explore knowledge. Teachers teach and students learn best when various types of assessments are used to guide teaching and learning. Teachers want to teach so all students can learn but need instructional leaders who have high expectations, coach and model academically, support and encourage effective teaching practices.

### **Effective Teaching Practices**

Teachers using effective teaching strategies have a deep conceptual understanding of their content and ensure the instructional level of lessons are appropriate for the level of learners in their classrooms. Students should be assessed and encouraged through promoting engagement, monitoring individual as well as class progress, and teacher responses to student performance in a safe, secure, and supportive environment.

### **Assessment**

Assessment development starts with teachers reviewing the performance standards to be taught for essential elements the students are expected to learn. In learning communities, teachers determine what final work samples will look like once conceptual teaching and learning have occurred. Ultimately, students should be taught to self-assess and set goals to improve their own work.

### **Performance Standards and Curriculum**

Performance standards focus on essential facts, skills, understandings, and conceptual understandings academic specialist from international, national, state, and local content organizations agree upon. Well developed performance standards provide the guide to the selection of appropriate curriculum to help with teaching and learning. Curriculum materials used as an instructional tools provide opportunities for in-depth understandings, engages and encourages learners, provides choices for students, focuses on student work, and allows for connections to students' daily lives for transference of content.

### **School and School System Administrators**

The primary responsibility of administrators is to ensure teaching and learning are the focus of teachers and students respectively. Administrators should keep teachers informed and updated to changes and trends in teaching and learning focusing on improving the quality of education for all students.

### **Quotes I appreciate, believe, and model...**

"We monitor what we value." Author Unknown

"We are what we repeatedly do. Excellence then, is not an act but a habit." Aristotle

**REFERENCES**

**Mrs. Carolyn H. Williams, Executive Director of Middle GA RESA (Supervisor)**

80 Cohen Walker Road  
Warner Robins, GA 31088  
478-719-7158, cell      cswilliams@mgresa.us

**Dr. J. Ray Grant, Jr., Chairman of the Monroe County Board of Education (Supervisor)**

699 Dumas Road  
Forsyth, GA 31029 (Residence)  
478-994-2968, home      478-960-4555, cell      jrcg49@aol.com

**Mr. John Larrimore, President of the Kent County Board of Education (Supervisor during my tenure, no longer on the Board)**

6006 Rock Hall Rd.  
Rock Hall, MD 21661  
410-490-3363, cell      jlarrimore@hotmail.com

**Ms. MiMi Gudearath, Program Specialist - Positive Behavioral Interventions and Supports (Colleague)**

Office of Standards, Instruction, and Assessment  
Georgia Department of Education  
1870 Twin Towers East  
Atlanta, Ga. 30334  
404-693-3864 -- cell      mgudearath@doe.k12.ga.us

**Ms. Rayceen King, Superintendent's Designee for Student Discipline (Direct report while at MCS)**

Monroe County Schools  
478-954-3107, cell      rayceen.king@mcschools.org

**Dr. Marcy Hunt-Harris, Director of Student Services (Direct report while at MCS)**

Monroe County Schools  
478-214-2585, cell      marcy.hunt-harris@mcschools.org

**Mr. Jim Corns, Chief Operations Officer for Instructional Technology (Direct report while at KCPS)**

Washington County Public Schools, Hagerstown, MD  
240-587-0799, cell      thousandson1@gmail.com

**Mr. Jake Voshell, Apple Professional Development Senior Specialist (Director report while at KCPS)**

443-480-4242, cell      jvoshell@apple.com or jvoshell1969@gmail.com

# Curtis Todd Bowden

1269 Western Pine Circle • Sarasota, Florida 34240 • 941.487.7970 • bowden1ctb@comcast.net

June 15, 2016

Superintendent Search Committee  
c/o Human Resources Department  
1960 Landings Boulevard  
Sarasota, Florida 34231

Dear Search Committee:

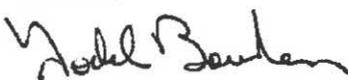
As an educator with 21 years of experience, 16 at the administrative level, I am excited to submit my credentials for your consideration. I believe my talents, abilities, experiences, and relationships here in Sarasota County make me a uniquely qualified candidate for our soon to be vacant position of Superintendent of Schools.

I believe that the School Board of Sarasota County needs a Superintendent that knows and understands the uniqueness of our community. Sarasota County is rich with resources that make our district one of the best in the state of Florida. From employers who value the district as a key partner in workforce development, to an arts community who works tirelessly to insure that our students have unmatched opportunities, to the philanthropic community who invests in our students' future, to citizens who have repeatedly voted to provide resources above and beyond those mandated by the state, Sarasota has much to be proud of! But, we are not without our challenges. Too many of our students struggle to read on grade level, graduate on time, and articulate an actionable plan for career success after graduation. We should be proud of who we are and what we have accomplished, but we should continually strive to be a school district whose success is shared by all of our students.

I believe a Superintendent should focus on the Three C's: Communication, Collaboration, and serve as a Catalyst. The Superintendent should work with our School Board and the community to set priorities and allocate resources to achieve the results our students deserve. As a candidate with a doctoral degree in education and an MBA, I believe I have a rare perspective that will allow me to work with educators and business leaders alike in addressing whatever challenges lie ahead.

For the last nine years, I have served this district with pride. I am proud of my reputation in this community. This is my home. As you consider who will build on our success as the next Superintendent, I ask that you look to one of your own. You know me. You know my commitment. Let's get to work making the School Board of Sarasota County a place where all students reach their full potential.

Sincerely,



Todd Bowden, Ed.D.

# Curtis Todd **Bowden**

1269 Western Pine Circle ♦ Sarasota, Florida 34240 ♦ 941.487.7970 ♦ bowden1ctb@comcast.net

**OBJECTIVE** To receive an appointment to the position of Superintendent of Schools for the School Board of Sarasota County

**EDUCATION** December 2012 Master of Business Administration (M.B.A.)  
Business Administration  
Florida State University  
Tallahassee, Florida

August 2009 Doctor of Education (Ed.D.)  
Educational Leadership  
University of South Florida  
Tampa, Florida

May 1998 Master of Education (M.Ed.)  
Educational Leadership  
University of South Florida  
Tampa, Florida

August 1993 Bachelor of Science (B.S.)  
Business Administration, Accounting  
University of South Florida  
Tampa, Florida

**DISSERTATION** *The Florida Education Finance Program from 1981 to 2009: A Historical Review and Equity Analysis.* (2009) University of South Florida, Doctoral Dissertation.

**CERTIFICATION** Florida Dept. of Education Certificate Number 741565

Certification Areas: Educational Leadership  
Mathematics  
Business Education  
Local Vocational Director  
School Principal

**MILITARY SERVICE** Served as an Infantryman in the Florida Army National Guard

**EXPERIENCE**

August 2007 – Current

**School Board of Sarasota County  
Sarasota, Florida**

Executive Director, Career, Technical, and Adult Education  
December 2012 – Current

Responsible for the leadership and daily operations of:

- Suncoast Technical College
- Suncoast Polytechnical High School (SPHS)
- Career and Technical Education (CTE)
- Adult and Community Enrichment (ACE)
- Sarasota Virtual Academy (SVA)

Suncoast Technical College, formerly the Sarasota County Technical Institute, has an honored history of serving the career and technical education needs of Sarasota County and the greater region. Program offerings include adult high school credit courses, adult basic education, GED, under-age GED, ESOL, adults with disabilities, career and technical courses for high school students, career and technical courses for adult students, continuing workforce education, apprentice, and fee based driver improvement. Beginning in 2009, and concluding in 2015, the Sarasota County Technical Institute, now Suncoast Technical College was rebuilt in its entirety. Suncoast Technical College is now a 340,000 square foot, state of the art facility that will serve as the platform of the school district's workforce development efforts for the next 50 years.

Suncoast Polytechnical High School (SPHS) is a technology magnet high school that offers a rigorous curriculum to prepare its students for college and careers. SPHS offers the Sarasota community a small school atmosphere by capping the total enrollment at 600 students. SPHS prides itself on its relationship with Suncoast Technical College, where the students get a real world education through one of the many programs offered. Students graduating from SPHS are the definition of College and Career readiness.

Career and Technical Education (CTE) works to equip young people and adults for both academic success and career success in today's workforce. Programs are offered at all eight middle schools and five comprehensive high schools throughout Sarasota County as well as the district's magnet school for the gifted, Pine View School, and Suncoast Polytechnical High School.

Adult & Community Enrichment (ACE), a program of the School Board of Sarasota County, is dedicated to serving the adult

## **EXPERIENCE**

enrichment needs of the greater Sarasota area. Over 2000 classes are offered annually with a registration that exceeds more than 12,000.

Sarasota Virtual Academy (SVA) serves public and charter school students in Sarasota County by offering part time virtual course offerings designed to match each student's individual educational needs. Students are given the ability to learn in an independent way that prepares them for 21st century globally competitive work. Duties expanded in 2014 to include the leadership and daily operations of SVA. At the time SVA consolidated with Suncoast Technical College, the program was operating with a significant budget shortfall. Working collaboratively with the staff, measures were taken to solidify the program, reduce staff, and insure the future financial viability of the program. The SVA program currently has a neutral effect on the district's budget and is projected to have surplus revenue for the first time in its history.

Director, Sarasota County Technical Institute  
August 2007 – December 2012

Responsible for the leadership and daily operations of a technical institute with an operating budget in excess of \$14 million dollars. Program offerings include adult high school credit courses, adult basic education, GED, under-age GED, ESOL, adults with disabilities, career and technical courses for high school students, career and technical courses for adult students, continuing workforce education, apprentice, and fee based driver improvement.

Duties expanded in 2010 to include the leadership and daily operations of the School Board of Sarasota County's Adult and Community Enrichment (ACE) program. At the time ACE consolidated with SCTI, the program was operating with a significant budget shortfall. Working collaboratively with the staff, measures were taken to solidify the program, reduce staff, and insure the future financial viability of the program. The ACE program currently has a neutral effect on the district's budget and is projected to have surplus revenue for the third consecutive year.

Upon the retirement of the founding principal of Suncoast Polytechnical High School (SPHS) in 2012, the school was merged with the Sarasota County Technical Institute. Duties were expanded to include the principalship of SPHS.

**EXPERIENCE**

**December 2009 – Current**

**University of South Florida  
Sarasota - Manatee Campus  
Sarasota, Florida**

Adjunct Instructor, Department of Educational Leadership and  
Policy Development

December 2009 – Current

Responsible for planning and delivering instruction in the area of School Finance to graduate students in the College of Education.

**August 1995 – August 2007**

**School District of Hillsborough County  
Tampa, Florida**

Principal, Gary Adult High School

July 2006 – August 2007

Responsible for the leadership and daily operations of the School District of Hillsborough County's only full-time adult high school program. Program includes adult high school credit courses, adult basic education, GED, under-age GED, ESOL, and adults with disabilities. Programs are offered at a newly constructed central campus as well as remote off-site locations.

Principal, Aparicio-Levy Technical Center

December 2004 – July 2006

Served as the founding principal. Responsible for the development and implementation of program offerings at a newly constructed technical center. Duties included selection and purchasing of essential furniture and equipment as well as the screening and selection of instructional and support staff. Aparicio-Levy Technical Center opened to the public in July of 2005. Program offerings included continuing workforce education as well as occupational fee-based programs.

Asst. Principal for Curriculum, Bloomingdale High School

June 2002 – December 2004

Responsible for the leadership, management, and reporting functions of the academic program. Duties include SACS accreditation, master scheduling, communication with department heads, guidance liaison, and resolution of parent concerns regarding scheduling and placement of students. Implemented 9<sup>th</sup> grade school within a school learning community. Served as the interim principal during principal's prolonged medical leave.

**EXPERIENCE**

Asst. Principal for Magnet Curriculum, Tampa Bay Technical H.S.  
April 2001 – June 2002

Responsible for the leadership and management of the magnet curriculum. Magnet themes included the Academy of Health Professions and an Engineering Academy. Duties included recruitment and selection of students, program articulation, and daily operations. Implemented Project Lead the Way, a national pre-engineering curriculum.

Asst. Principal for Student Affairs, Bloomingdale High School  
January 2000 – April 2001

Responsible for the management of student behavior and communication with parents and staff regarding student issues. Duties included responding to staff referrals, management of student lockers, and school newsletter and website.

Business Technology Instructor, Durant High School  
August 1996 – January 2000

Responsible for planning and delivering instruction in the area of Business Technology.

Mathematics Instructor, Young Middle School  
August 1995 – August 1996

Responsible for planning and delivering instruction in the area of Middle Grades Mathematics.

February 1994 – August 1995      **Automatic Data Processing**  
Orlando, Florida

Account Executive  
February 1994 – August 1995

Responsible for the implementation of client based payroll software. Implementation process included client site interview, software programming and customization, employee instruction, and software set-up and installation.

**COMMUNITY  
LEADERSHIP**

- CareerSource Suncoast, Board of Directors (2012 – Current)
- CareerSource Suncoast, Skills Development Council (2013 – Current)

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<b>COMMUNITY LEADERSHIP</b>	Community-Wide Action Plan Committee, CareerEdge Funders Collaborative	(2010 – Current)
	Economic Development Corporation of Sarasota County, Business Climate Committee	(2015 – Current)
	Education Foundation, Middle School Excellence Committee	(2016)
	Englewood / North Port Entrepreneurial Committee	(2016 – Current)
	Florida Association for Career and Technical Education (FACTE), Board of Directors	(2012 – 2014)
	Florida House Institute, Board of Directors	(2012 – Current)
	Florida House Institute, Education Committee	(2015 – Current)
	Florida House Institute, STEM Coordinator Search Committee, Chair	(2014)
	Florida Leadership for Career and Technical Education (FLCTE), Board of Directors	(2010 – Current)
	Florida Leadership for Career and Technical Education (FLCTE), President	(2013 – 2014)
	Residency Committee, Florida Department of Education, Technical College Representative	(2014 – Current)
	School Based Administrators (SBA), Board of Directors	(2009 – 2012)
	Sheriff's Athletic League (SAL), Board of Directors	(2014 – Current)
	State Apprenticeship Advisory Council, Florida Department of Education, Governor's Appointee	(2014 – Current)
	State College of Florida, Presidential Search Committee	(2013)
	Suncoast Science Center / Faulhaber Fab Lab, Advisory Council	(2015 – Current)
	North Port Economic Development Corporation, Board of Directors	(2016 – Current)
Workforce Development Funding Committee, Florida Department of Education	(2013 – Current)	

Dear Search Committee Members,

I noted with great interest your advertisement for the leadership position that was posted recently on your website. I believe my educational leadership background and experience make me a qualified candidate for the position.

I have served as a teacher and administrator for 32 years. These experiences have included serving as a district-level and as a building level administrator at all levels including special education and adult education, in rural, suburban and urban school districts located in Massachusetts, Rhode Island, Connecticut and Florida. The school districts have ranged in size from 3,000 to 23,000 students.

My career progression has taken a variety of paths throughout the years, though every experience has allowed me to expand my experiential base and grow professionally, some moves were lateral. Several moves were made to meet the needs of my family. For example, leaving my superintendent position in Florida occurred because I could not relocate my new family. Leaving that position allowed me to further develop my special education skills in Hartford, Connecticut. The opportunity to serve as administrator in the Connecticut Technical High School System was also a great learning experience, though serving as an assistant principal limited my leadership capacities. When the superintendent of Bridgeport Public Schools called and asked me to lead one of the lowest performing schools in the state, I could not resist the challenge. When he departed, I was offered the opportunity to serve in a leadership role working with alternative education and adult education students and staff. As a result of my new leadership role, at this point in my career, I have influenced the education of students ranging in age from three to sixty-five.

Throughout all of these experiences, the desire to return to a district-wide leadership role has persisted. It is that desire to influence the lives of all children that leads me to apply for this opportunity within your district.

Throughout my career, I have had the opportunity to continue to develop and refine my administrative skills. During my various roles as an administrator, I have had the opportunity to take part in a wide variety of endeavors. As superintendent, I have built several schools, established a technology initiative, and developed many innovative programs to meet the diverse needs of all students. I have supervised and directed several major building renovation projects, developed and implemented school improvement plans and projects, and supervised, developed and initiated district wide high-stakes assessment improvement plans that included curricula revisions.

As superintendent and as part of the central office leadership team, I have also worked closely with state and local school boards to establish school budgets that were financially efficient and focused on meeting the instructional and enrichment needs of all students. I am and continue to be a change agent that is student-centered and teacher-focused while also

remaining sensitivity to the broad and all-encompassing needs of the community and its various members.

I am looking to join a school district where my strong administrative qualities can be utilized to benefit students, staff and the entire community. The strengths highlighted below best illustrate why I consider myself to be an excellent candidate for this position.

- Extensive knowledge and understanding of state and federal special education regulations, program development, and research-based instructional practices
- Extensive experience in school reform and restructuring
- Completed all human resources functions including compensation/benefits, employee and labor relations, staffing, management systems, policy and organizational development, strategic guidance, and process/administrative improvements
- Taught school administration graduate courses at Salem State College, Salem, Massachusetts
- Taught undergraduate special education and elementary education courses at Mitchell College, New London, Connecticut
- Variety of experiences gained at all administrative levels in urban, suburban and rural districts located in four states
- Extensive knowledge of human resources, school operations, fiscal management, curriculum/instruction, special education & pupil personnel services, assessment, evaluation, and the overall school improvement process
- Developed, monitored and evaluated school budgets totaling 400 million-dollars
- Expertise in working closely with the community, local government, and board of education
- Experienced and creative instructional leader at various levels with a diverse student population
- Leadership qualities including strong interpersonal, instructional, public relations, and communication skills
- Dedication to working closely with staff, parents and community members to provide students with the opportunity to reach their utmost potential
- Organization/management skills including experience with facilities management
- Professional development and technology leadership

Thank you for your time and consideration. I look forward to hearing from you.  
Sincerely yours,

Wayne Alexander, Ed.D.

## **My Key Professional Accomplishments in Their Order of Importance**

In my 32 years as a teacher and administrator I have accomplished a great deal. It is important to note few if any of these accomplishments were achieved as a result of my efforts alone. I have been blessed to work with a number of outstanding people. The following is a short list of my proudest accomplishments:

### **1. Program Development**

As an instructional leader, I have had many opportunities to develop programs that met the diverse needs of students. Currently, as superintendent in Hernando County, I have developed a district wide gifted program, career academies at four high schools in the areas of web design, agri-science, business/entrepreneurship, and technology. I have also developed a journalism and media program at several middle schools, a new HVAC/electrical program at our technical high school, and our first world language and global studies program at the elementary level. We are also continuing our same-gender teaching pilot program at one elementary school. These programs were developed in my first year as superintendent. The highlighted list of programs I have developed at various schools is extensive. My goals and priorities have always been to meet the needs of all students throughout the district and to provide learning opportunities that would "hook" the individual child's interest in learning.

### **2. Curriculum, Instruction, and Assessment**

In the age of accountability and high stakes testing, I have led the charge at the district level and building level, to use data analysis and a research based approach to meeting the needs of all students. In my current position, I actively participate in the work completed by data review teams at each school. Each team reviews and analyzes data to establish goals and teaching practices that will provide students with the instruction and curriculum that is needed for their continuous improvement. As a district, our greatest focus is in meeting the needs of our lowest performing students and students in our various sub-groups. We have a unified approach with consistent practices implemented at every school so that students receive the instruction necessary for them to achieve at their highest level. I monitor and inspect what I expect at the building level on a first-hand basis. This is a challenge given the size of the district, but I feel it is essential that I serve as a visible instructional leader.

### **3. Fiscal Responsibility**

I am currently responsible for the development, implementation, and evaluation of a 440 million-dollar budget. I have also been responsible for budgets that are as small as six million-dollars. During these difficult and challenging fiscal times, I am very proud that I have been able to develop new programs for students, negotiate employee wage increases that have exceeded the State's average while also staying within budget. This accomplishment has required creativity while keeping a close eye on all cost centers and line items. With fixed budgetary cost for personnel consuming 80-85% of the budget, there are very little resources available to continue to move the district forward in achieving the goals. I am very proud of this accomplishment.

#### **4. School Construction**

I recently completed the construction of a new K-8 school for 2100 students at the cost of 43 million-dollars. I am in the process of building another new K-8 school and a new high school. During my various administrative positions, I have been responsible for the building and renovation of numerous schools and additions to schools in several different States. I have been actively involved in all aspects of the school construction process. These aspects have included the securing of bonds and taxes, convincing community members that construction was necessary for students, supervising various building committees, and picking out the school's color schemes. I am proud that I have played a role in building schools that are sensitive and conducive to the learning needs of all students and also serve the needs of the community in a variety of ways beyond teaching and learning.

## Wayne S. Alexander, Ed.D.

8 Lee Drive  
Old Lyme, CT 06371  
kinderjen32@yahoo.com  
860-230-7419 (cell)

<b>Education</b>	<b>Nova Southeastern University</b>	Fort Lauderdale, FL
	Doctorate of Education in Educational Leadership	1995
	<b>Providence College</b>	Providence, RI
	Masters of Education in School Administration & Special Education Administration	1988
<b>Rhode Island College</b>	Providence, RI	
	Bachelor of Science in Special Education & Elementary Education	1983
<b>Certificates</b>	Superintendent of Schools, School Principal (K-12), Special Education Administration, Special Education Teacher (K- 12)	

### ADMINISTRATIVE EXPERIENCE

2014-present	<b>BRIDGEPORT PUBLIC SCHOOLS</b>	Bridgeport, CT
	<b>Director of Alternative Education/Assistant Director of Adult Education</b>	
	Developed and supervised alternative programs for "at-risk" students in grades 6-12, including adjudicate youth, developed and supervised day and evening adult education programs and facilities, served as a liaison with families, local and state agencies and universities, grant writing and coordination, program development, supervised and evaluated alternative education and adult education staff, developed digital curriculum for Common Core State Standards, coordinated special education program and transportation services.	
2012-2014	<b>BRIDGEPORT PUBLIC SCHOOLS</b>	Bridgeport, CT
	<b>High School Principal</b>	
	Reduced failure rate by seven percentage after one year and increased graduation rate by eleven percent after one year as principal, provided overall instructional leadership, implemented comprehensive school reform and restructuring process as part of the iPD (Innovative Professional Develop) Model and developed interdisciplinary teams, implemented technology plan and school improvement plans, served as a member of school governance council and PTSO, developed school magnet programs, completed SEED (System for Educator Evaluation & Development) Program, completed NEASC accreditation process, developed a mentoring program for "at risk" males, served as member of the district's budget advisory group, chaired professional development and curriculum development committees, SRBI and PBIS teams, interface with community agencies and local universities to support the school's and district's mission, supervised and evaluated all staff.	

- 2011- 2012 GRASSO TECHNICAL HIGH SCHOOL Groton, CT  
**Assistant Principal**  
 Student attendance & discipline, curriculum development, assessment supervision, CAPT, NOCTI, special education coordinator, program development, community relationships, staff evaluation and supervision
- 2009-2011 HARTFORD PUBLIC SCHOOLS Hartford, CT  
**Special Education Director**  
 Developed new program for middle & high school special education students, served as special education director for all students in district magnet schools, implemented best practice instructional strategies, knowledge of budget development and management, developed and implemented professional development for staff, knowledge and implementation of SRBI, PBIS, Sec. 504, and IEP Regulations and the PPT process, knowledge of disciplinary practices and state/federal laws/regulations, facilitated effective staff, family, and community relationships.
- 2007-2009 SCHOOL BOARD OF HERNANDO COUNTY Brooksville, FL  
**Superintendent of Schools**  
 Increased student achievement and improved school district's grade to an "A" in one year, increased graduation rate and decreased dropout rate, earned contract extension, responsible for all aspects of the educational process throughout the district including the leadership, management, organization, and operation of 27 schools and facilities, developed, supervised, and monitored a 440 million-dollar school budget, instructional leadership and improvement process, implemented school re-design, re-zoning, school choice & reorganization as part of school reform process, chaired the policy development & contract negotiations processes, developed district's strategic plan, supervision of school building & construction process, completed and monitored personnel assignments & performance evaluations, transportation, facilities, & maintenance supervision, program development & evaluation (included IB Academy, Gifted Center, Career Academies, Magnet Schools, Performing Arts, Virtual Learning, Vocational Programs, Dropout Prevention, Environmental Center, Superintendent's Ambassadors for Technology, etc.), supervision of assessment and accountability standards, completed the curriculum revision & development process, produced *The Parent Connection* television show, implemented K-8 school model, technology lease-to-purchase program, established community college & school district collaboration, public relations & human resources supervision & development, supervised professional development program, established & developed board policies & protocols.

- 2004-2007      **NEW LONDON PUBLIC SCHOOLS**      New London, CT  
**Director of Human Resources and School Operations**  
**Human Resources:**  
Recruitment and hiring of staff, contract negotiations, management of certified staff, supervision of licensing compliance issues, coordinator of teacher mentor and continuing education units programs, coordinator of highly qualified teacher program, coordinator of staff development and new teacher orientation programs, developed and standardized all job descriptions, wrote, developed and implemented school grant program, chairman of teacher evaluation and staff development committees, collective bargaining negotiations committee member, grievance and mediation coordinator, managed classification and payroll office, direct liaison for job evaluation process at all levels, conflict resolution and problem-solving all personnel issues.
- School Operations:**  
Supervised new building and renovation construction projects, supervisor of universal feeding program and food services department, coordinator of student transportation program, director of custodial and maintenance services and personnel & security, safety and protection program, maintain capital equipment and surplus, well-versed in state and federal building regulations, codes and reimbursements, coordinated technology program, development of Science, Technology, Engineering, & Math (STEM) Magnet School, developed Marine Biology Magnet School, director of alternative education program
- Committee Leadership & Involvement:**  
Participant and/or chairperson of the following district-wide committees: Data Team, Mathematics Curriculum Committee, School Building & Maintenance Executive Committee, Assessment Task Force, CMT Improvement Committee, Safety Committee, NEASC Committee, Technology Committee, Budget Committee, Early Learning, Childhood Magnet School Committee, Policy Committee, Central Office Elementary School Site Visitation Team.
- 2001-2004      **NEW LONDON PUBLIC SCHOOLS**      New London, CT  
**High School Principal**  
Provided overall instructional leadership, participated in the development of the STEM Magnet School, facilitated, directed and implemented curricula realignment project, reviewed and revamped teacher evaluation process and procedures, developed and implemented a new high school literacy program, a CAD program and a Naval Reserve Officer Training Program (ROTC), established a developmental guidance program, implemented a school-wide advisory council for staff and building planning team, created an annual school improvement plan process and school-to-career initiative including a tech-prep program, supervised school scheduling and budgetary processes, NEASC accreditation process, participant or chairman of the following committees: District Technology Committee, Curriculum/Standards Committee, Teacher

Evaluation Committee, Administrator Evaluation Committee, Policy Committee, Magnet School Development Committee, Negotiations Committee, Summer School Director, participant in grant writing and public relations activities, facilitated renovation of science laboratory wing.

- 1999-2001      LEDYARD HIGH SCHOOL      Ledyard, CT  
**High School Principal**  
Provided overall instructional leadership, supervisor building renovation project, revised school curricula and school schedule, developed school-to-career initiative for students, NEASC accreditation process, hired, supervised and evaluated staff, state testing program coordinator.
- 1996-1999      BARNSTABLE HIGH SCHOOL      Hyannis, MA  
**High School Principal**  
Provided overall instructional leadership, supervised 45 million-dollar school building project, state testing coordinator, established a parent advisory council, developed a house system model (school within a school), development and implementation of school budget, developed curriculum and state initiatives across all disciplines, developed a student career academy program, implemented and directed school's Renaissance Program (nationally recognized program which rewards, promotes, and recognizes students for academic success), completed NEASC accreditation process, developed an alternative learning and dropout prevention program, designed and facilitated school improvement plan, monitored and wrote state and federal grants, developed staff development activities. Participant or chairman of the following committees: Teacher Standards & Professional Development Committee, Contract Negotiation Committee, Assessment Committee, Technology Committee, Curriculum & Instruction Committee, Block Scheduling Committee.

#### RELATED ADMINISTRATIVE EXPERIENCES

- 2003-2005      GROTON PUBLIC SCHOOLS      Groton, CT  
**Director of Adult Education**  
Supervised the ESOL, GED, Adult Enrichment, and Alternative Education Programs and taught GED courses as part of the program.
- 2004-2006      MITCHELL COLLEGE      New London, CT  
**Adjunct Professor**  
Taught undergraduate courses in the areas of special education and early childhood education.
- 1997- 1999      SALEM STATE COLLEGE      Hyannis, MA  
**Adjunct Professor**  
Taught graduate courses as a part of the school administration program in the areas of curriculum development, assessment, and personnel evaluation and supervision.

### **MEMBERSHIPS & AWARDS**

2009 Florida Superintendent of the Year (Nominee)  
2008 Technology Savvy Superintendent of the Year (Nominee)  
Florida Association of District School Superintendents (FADSS)  
Florida Association of School Administrators (FASA)  
2008 Summit on Youth Presenter & Organizer  
Chamber of Commerce, Rotary and Kiwanis Clubs  
Hernando County Fine Arts Council

### **PUBLICATIONS**

1993            *Master's Thesis: A Plan to Reduce the Discipline Referral Rate at the Middle School Level.* Alexander, W.S.

1995            *Doctoral Dissertation: An Individualized Staff Development Plan for Middle and High School Teachers.* Alexander, W.S